

CHARLESTON PROGRESSIVE

220 Nassau Street
Charleston, SC 29403

GRADES K-7 Middle School

ENROLLMENT 298 Students

PRINCIPAL Brenda W. Williams 843-720-2967

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	5	32	12

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	N/A	N/A	Yes
2004	Average	Good	Yes

DEFINITIONS OF DISTRICT RATING TERMS

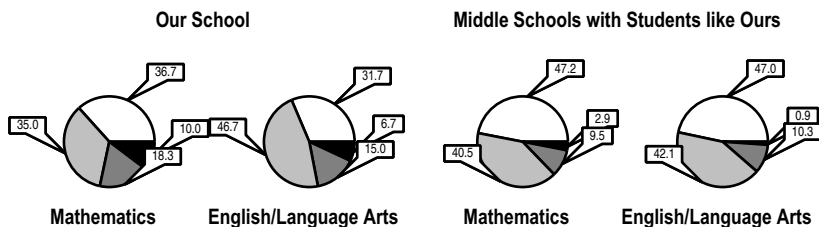
- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

76.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	173	99.4	25.6	37.5	28.0	8.9	43.5	Yes	Yes
Gender									
Male	77	100.0	28.9	38.2	26.3	6.6	39.5		
Female	96	99.0	22.8	37.0	29.3	10.9	46.7		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African-American	173	99.4	25.6	37.5	28.0	8.9	43.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	160	99.4	21.9	40.0	29.0	9.0	45.2		
Disabled	13	100.0	69.2	7.7	15.4	7.7	23.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	173	99.4	25.6	37.5	28.0	8.9	43.5		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	173	99.4	25.6	37.5	28.0	8.9	43.5		
Socio-Economic Status									
Subsidized meals	144	100.0	29.3	35.0	26.4	9.3	40.7	Yes	Yes
Full-pay meals	29	96.6	7.1	50.0	35.7	7.1	57.1		

Mathematics - State Performance Objective = 15.5%									
All Students	173	98.8	35.3	43.1	16.2	5.4	35.3	Yes	Yes
Gender									
Male	77	100.0	32.9	44.7	18.4	3.9	31.6		
Female	96	97.9	37.4	41.8	14.3	6.6	38.5		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	173	98.8	35.3	43.1	16.2	5.4	35.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	160	98.8	33.8	44.2	16.2	5.8	36.4		
Disabled	13	100.0	53.8	30.8	15.4	0.0	23.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	173	98.8	35.3	43.1	16.2	5.4	35.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	173	98.8	35.3	43.1	16.2	5.4	35.3		
Socio-Economic Status									
Subsidized meals	144	99.3	37.4	42.4	15.8	4.3	33.8	Yes	Yes
Full-pay meals	29	96.6	25.0	46.4	17.9	10.7	42.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	36	100.0	11.8	32.4	47.1	8.8	55.9
	Grade 4	25	96.0	N/A	62.5	37.5	N/A	37.5
	Grade 5	31	100.0	31.0	48.3	20.7	N/A	20.7
	Grade 6	20	100.0	15.8	84.2	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	32	96.9	12.9	16.1	38.7	32.3	71.0
	Grade 4	48	100.0	19.1	38.3	40.4	2.1	42.6
	Grade 5	31	100.0	38.7	38.7	22.6	N/A	22.6
	Grade 6	38	100.0	34.2	34.2	21.1	10.5	31.6
	Grade 7	24	100.0	30.4	65.2	4.3	N/A	4.3
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2003	Grade 3	36	100.0	5.9	35.3	35.3	23.5	58.8
	Grade 4	25	100.0	20.0	48.0	24.0	8.0	32.0
	Grade 5	31	100.0	41.4	44.8	10.3	3.4	13.8
	Grade 6	20	95.0	10.5	78.9	10.5	N/A	10.5
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	32	93.8	23.3	50.0	23.3	3.3	26.7
	Grade 4	48	100.0	29.8	48.9	17.0	4.3	21.3
	Grade 5	31	100.0	54.8	41.9	3.2	N/A	3.2
	Grade 6	38	100.0	31.6	23.7	28.9	15.8	44.7
	Grade 7	24	100.0	43.5	52.2	4.3	N/A	4.3
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 298)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	N/R	9.3%	14.6%
Retention rate	1.3%	N/A	4.2%	3.0%
Attendance rate	96.5%	N/A	95.1%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		9.3%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		8.9%	5.3%
Eligible for gifted and talented	9.4%	N/A	6.1%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.0%	N/A	14.8%	13.9%
Older than usual for grade	1.3%	N/A	7.5%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	N/R	1.2%	0.9%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
Teachers (n= 20)				
Teachers with advanced degrees	60.0%	N/A	47.4%	48.7%
Continuing contract teachers	90.0%	N/A	70.7%	81.7%
Highly qualified teachers**	100.0%	N/A	88.6%	90.4%
Teachers with emergency or provisional certificates	5.3%		13.4%	5.3%
Teachers returning from previous year	73.3%	N/A	76.5%	85.1%
Teacher attendance rate	90.6%	N/R	94.4%	94.8%
Average teacher salary	\$41,199	I/S	\$38,739	\$40,566
Prof. development days/teacher	14.7 days	N/R	12.1 days	11.0 days
School				
Principal's years at school	5.0	N/R	2.0	3.3
Student-teacher ratio in core subjects	19.1 to 1	N/R	18.8 to 1	21.3 to 1
Prime instructional time	85.1%	N/R	87.5%	89.3%
Dollars spent per pupil*	\$5,349	N/A	\$6,552	\$5,821
Percent of expenditures for teacher salaries*	67.6%	N/A	60.0%	61.8%
Opportunities in the arts	Fair	N/R	Good	Good
Parents attending conferences	99.0%	N/R	87.5%	95.0%
SACS accreditation	No	N/R	Yes	Yes
Character development program	Good	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	88.1%		92.0%	
Highly qualified teachers in high poverty schools**	87.8%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Charleston Progressive Family continues to break ground and plant seeds by putting children first. These seeds are germinating through high expectations in achieving academic excellence and meeting the challenges that develop life-long learners socially and morally in grades K5-7.

Our academic excellence will take root through ITI: Integrated Thematic Instruction (aligned to the SC Curriculum Standards). It will be fertilized with Lifelong Guidelines and Lifeskills, the project approach, multi-sensory instruction, cooperative learning, technology, and a body-brain compatible environment, while watered with high-order thinking skills, field studies, and community resource persons.

Continuous assessment of the curriculum, along with test scores, guides our goals for academic improvement. We have made significant progress in our test scores in several areas. However, reading and math still remain areas of school-wide concern. We are focusing on math through "Morning Math," incorporation into special areas, utilizing reflection books, parent workshops, and PACT designed assessments.

We feel that the seeds we have planted will be in full bloom when our facility is updated, technology is fully integrated into our curriculum, our school is fully staffed, and every child at Charleston Progressive has achieved to his/her fullest potential academically, socially, and morally.

Brenda W. Williams, Principal

Lonnie Hamilton III, School Improvement Council Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	15	23	38
Percent satisfied with learning environment	80.0%	82.6%	68.4%
Percent satisfied with social and physical environment	86.7%	73.9%	65.7%
Percent satisfied with home-school relations	73.3%	95.7%	75.7%

*Only students at the highest middle school grade level at this school and their parents were included.